

Key Elements of Senate Bill 1X (Chapter 3 of 1999)

Public Schools Accountability Act of 1999

Legislative Findings and Intent		Article 1
Key Elements		Education Code Section
<p>I. <u>Public Schools Accountability Act of 1999</u> This chapter shall be known and may be cited as the Public Schools Accountability Act of 1999.</p>		52050
<p>II. <u>Findings and intent</u> The Legislature finds and declares all of the following:</p> <ol style="list-style-type: none"> (a) The purpose of the California public school system is to provide for the academic development of each pupil and prepare each pupil, to the extent of his or her ability, to become a lifelong learner, equipped to live and succeed within the economic and societal complexities of the 21st century. (b) It is in the interest of the people and the future of this state to ensure that each child in California receives a high quality education consistent with all statewide content and performance standards, as adopted by the State Board of Education, and with a meaningful assessment system and reporting program requirements. (c) Recent assessments indicate that many pupils in California are not now, generally, progressing at a satisfactory rate to achieve a high quality education. (d) To remedy this, the state is in need of an immediate and comprehensive accountability system to hold each of the state's public schools accountable for the academic progress and achievement of its pupils within the resources available to schools. (e) Any promising and effective accountability system must be based upon a constructive and collaborative process that seeks to include stakeholders in the accountability process. (f) Any promising and effective accountability system requires the active involvement of parents and guardians, pupils, educators, community leaders, school boards, and schoolsite teams. (g) The statewide school accountability system must encourage the active participation of parents and guardians, pupils, educators, and the local community in improving pupil achievement. (h) The statewide accountability system must be easily accessible and understandable to parents and others. (i) The statewide accountability system must include rewards that recognize high achieving schools as well as interventions and, ultimately, sanctions for schools that are continuously low performing. (j) It is also the intent of the Legislature that the comprehensive and effective school accountability system primarily focus on increasing academic achievement. (k) To achieve better pupil performance, it is the intent of the Legislature that any school accountability system do all of the following: <ol style="list-style-type: none"> (1) Encourage teacher preparation that allows teachers to develop the ability to inspire pupils to become lifelong learners. (2) Encourage teacher preparation and consistent ongoing professional development that serves to develop competency in content and pedagogy and that allows teachers to effectively involve themselves in promoting school accountability. (3) Encourage the involvement of the community and its stakeholders in the accountability system. (4) Encourage local community involvement in providing support for education and identifying causes of pupil failure and designing programs for remediation. (5) Approach accountability with an attitude of collaboration, encouragement, and correction. (6) Utilize the state infrastructure to support schools, school districts, and county offices of education in their efforts to improve pupil achievement and progress. (7) Encourage each local community to support and sustain high-quality educational programs and to build the capacity of educators and schools to succeed in educating every pupil. (8) Encourage active involvement of parents and guardians in the development and implementation of school accountability systems. 		52050.5 (a) through (k)

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Academic Performance Index (API)		<i>Article 2</i>
Key Elements		Education Code Section
<p>I. <u>Development of the API</u> By July 1, 1999, the Superintendent of Public Instruction, with approval of the State Board of Education, shall develop an Academic Performance Index, to be used to measure performance of schools, especially the academic performance of pupils, and demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools.</p> <ul style="list-style-type: none"> A numerically significant ethnic or socioeconomically disadvantaged subgroup is a subgroup that constitutes at least 15 percent of a school's total pupil population and consists of at least 30 pupils. 		52052 (a)
<p>II. <u>Indicators to be included in the API</u> <i>-Currently reported data</i> The index shall consist of a variety of indicators currently reported to the State Department of Education including, but not limited to:</p> <ul style="list-style-type: none"> The results of the achievement test administered pursuant to Section 60640 (STAR Program), Attendance rates for pupils and certificated school personnel for elementary schools, middle schools, and secondary schools, and Graduation rates for pupils in secondary schools. <p><i>-Achievement tests: Incorporation of future indicators</i> Pupil scores from the following tests, when available and when found to be valid and reliable for this purpose, shall be incorporated into the API:</p> <ol style="list-style-type: none"> The assessment of the applied academic skills matrix test development pursuant to Section 60604. The nationally normed test as augmented pursuant to paragraph (1) of subdivision (f) of Section 60644 (augmented STAR). The high school exit examination. <p><i>-Achievement tests: Mobility exclusion, 60 percent value, disaggregation</i></p> <ul style="list-style-type: none"> Only the test scores of pupils enrolled in a school district for one year or more may be included in the test results reported in the API. Results of the achievement test and other tests specified in 52052 (b) shall constitute at least 60 percent of the value of the index. The pupil data collected for the API that comes from the achievement test administered pursuant to Sections 60640 (STAR) and 60644 (augmented STAR) and the high school exit examination, when fully implemented, shall be disaggregated by all of the following: <ul style="list-style-type: none"> special education status English language learners socioeconomic status gender ethnic group <p><i>-High school graduation rates and attendance rates: Report of availability and accuracy</i> Before including high school graduation rates and attendance rates in the index, the Superintendent of Public Instruction shall determine the extent to which the data are currently reported to the state and the accuracy of the data. If the Superintendent of Public Instruction determines that accurate data for these indicators are not available, the Superintendent of Public Instruction shall report to the Governor and the Legislature by September 1, 1999, and recommend necessary action to implement an accurate reporting system.</p>		<p>52052 (a)</p> <p>52052 (b)</p> <p>52052 (a)</p>

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Academic Performance Index (API) <i>(continued)</i>		<i>Article 2</i>
Key Elements	Education Code Section	
<p>III. <u>Development of targets</u></p> <p><i>-Annual percentage growth targets</i> Based on the API, the Superintendent of Public Instruction shall develop, and the State Board of Education shall adopt, expected annual percentage growth targets for all schools based on the their API baseline score as measured in July 1999.</p> <ul style="list-style-type: none"> Schools are expected to meet these growth targets through effective allocation of available resources. The minimum percentage growth target shall be 5 percent annually. However, the State Board of Education may set differential growth targets based on grade level of instruction and may set higher growth targets for the lowest performing schools because they have the greatest room for improvement. <p><i>-Statewide performance targets</i> Upon adoption of state performance standards by the State Board of Education, the Superintendent of Public Instruction shall recommend, and the State Board of Education shall adopt, a statewide API performance target that includes consideration of performance standards and represents the proficiency level required to meet the state performance target.</p> <ul style="list-style-type: none"> When fully developed, schools may either meet the state target or meet their growth targets to be eligible for the Governor's Performance Award Program as set forth in Section 52057. 	<p>52052 (c)</p> <p>52052 (d)</p>	
<p>IV. <u>Uses of API targets</u> Beginning in June 2000, the API shall be used for both of the following:</p> <ol style="list-style-type: none"> Measure the progress of schools selected for participation in the Immediate Intervention/Underperforming Schools Program pursuant to Section 52053. Rank all public schools in the state for the purpose of the High Achieving/Improving Schools Program pursuant to Section 52056. <p>Only comprehensive high schools, middle schools, and elementary schools that have a population of 100 or more pupils may be included in the API ranking.</p>	<p>52052 (e)</p> <p>52052 (f)</p>	
<p>V. <u>Development of an alternative accountability system</u> By July 1, 2000, the Superintendent of Public Instruction, with the approval of the State Board of Education, shall develop an alternative accountability system for schools with fewer than 100 pupils, and for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, and alternative schools, including continuation high schools and independent study schools.</p>	52052 (g)	
<p>VI. <u>Advisory committee</u> The Superintendent of Public Instruction shall establish a broadly representative and diverse advisory committee to advise the Superintendent of Public Instruction and the State Board of Education on all appropriate matters relative to the creation of the Academic Performance Index and the implementation of the Immediate Intervention/Underperforming Schools Program and the High Achieving/Improving Schools Program.</p>	52052.5	

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Immediate Intervention/ Underperforming Schools Program (II/USP) <i>(continued)</i>	
Key Elements	Education Code Section
IV. <u>External evaluators to assist participating schools receiving planning grants</u> - <i>Minimum qualifications for evaluators</i> The Superintendent of Public Instruction shall develop, and the State Board of Education shall approve, the minimum qualifications for external evaluators that shall include, but may not be limited to, recent successful professional, managerial or governing board experience in improving school achievement, and the ability to assist the school to systematically align curriculum, instruction, and assessment. The external evaluators shall also have demonstrated experience in working with diverse populations.	52053.5 (a)
- <i>Establishment of a list of external evaluators</i> With the approval of the State Board of Education, the Superintendent of Public Instruction shall develop and disseminate an application process by which to establish a list of external evaluators that meet the minimum qualifications. The list of approved external evaluators may include private sector experts, institutions of higher education, county offices of education, and educational consortia.	52054 (a)
- <i>Standards and criteria for evaluators to carry out duties</i> The Superintendent of Public Instruction shall develop, and the State Board of Education shall approve, the standards and criteria to be applied by external evaluators in carrying out their duties. The standards and criteria shall include, but are not limited to, the following areas: (1) Governing board policies. (2) Curriculum management. (3) Fiscal management. (4) Parental and community involvement. (5) Personnel management. (6) Facilities management.	52054 (a)
- <i>Requirements of participating school to contract with external evaluator</i> By October 1 of the year that the school is selected to participate, the governing board of a school district having jurisdiction over a school selected for participation in the program shall contract with an external evaluator from the list of external evaluators and shall appoint a broad-based schoolsite and community team, consisting of a majority of nonschoolsite personnel. • In a school that has a limited-English-proficient pupil population that constitutes at least 40 percent of the total pupil population, an external evaluator shall have demonstrated experience in working with a limited-English-proficient pupil population. • Not less than 20 percent of the members of the team shall be parents or legal guardians of pupils in the school.	52054 (a)
- <i>Duties of the external evaluator: Soliciting parent input</i> By November 15 of the year that the school is selected to participate, the selected external evaluator shall solicit input from the parents and legal guardians of the pupils of the school. At a minimum, the evaluator shall do all of the following: (1) Inform the parents and legal guardians, in writing, that the school has been selected to participate in the Immediate Intervention/Underperforming Schools Program due to its below-average performance. (2) Hold a public meeting at the school, in cooperation with the principal, to which all parents and legal guardians of pupils in the school receive a written invitation. The invitation to the meeting may be combined with the written notice required by paragraph (1). (3) Solicit, at the public meeting, the recommendations and opinions of the participating parents and legal guardians of pupils in the school regarding actions that should be taken to improve the performance. These opinions and recommendations shall be considered by the external evaluator and the community team in the development of the action plan pursuant to this section.	52054 (b)

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Immediate Intervention/ Underperforming Schools Program (II/USP) <i>(continued)</i>		Article 3
Key Elements	Education Code Section	
<p>V. <u>Action plan requirements of participating schools receiving planning grants</u> (continued)</p> <p><i>-Action plan focus</i> The school action plan shall focus on</p> <ul style="list-style-type: none"> Improving pupil academic performance, Improving the involvement of parents and guardians, Improving the effective and efficient allocation of resources and management of the school, and Identifying and developing solutions that take into account the underlying causes for low performance by pupils. <p>The team, in the development of the action plan, shall consult with the exclusive representatives of employee organizations, where they exist.</p> <p><i>-Action plan and request for funding: Submission and approval process</i> Upon its completion, the action plan shall be submitted to the governing board of the school district for its approval. After the plan is approved, but no later than April 15 of the year that follows the year the school is selected to participate, the plan shall be submitted to the Superintendent of Public Instruction with a request for funding in the form prescribed by the Superintendent of Public Instruction.</p>	<p>52054 (f)</p> <p>52054 (g)</p> <p>52054 (h)</p>	
<p>VI. <u>Implementation grants</u></p> <p><i>-Review and approval of requests for funding</i> Not later than May 15 of the year next following the year in which a school is selected for participation, the State Board of Education shall review and approve or disapprove the school's request for funding, based on the recommendation of the Superintendent of Public Instruction. In conjunction with its approval of a request for funding to implement a school's action plan, the State Board of Education may waive all or any part of any provision of this code, or any regulation adopted by the State Board of Education, controlling any of the programs listed in clause (i) of subparagraph (B) of paragraph (1) of subdivision (a) of Section 54761 and Section 64000 (state-funded categorical programs) if the waiver does not result in a decrease in the instructional time otherwise required by law or regulation or an increase in state costs and is determined to be consistent with subdivision (a) of Section 46300 (average daily attendance general provisions).</p> <p><i>-Funding levels</i> A school whose application is approved on or before June 15 of the year following the year in which a school is selected for funding shall receive a grant for implementing the program, in each fiscal year that it participates in the program, in an amount up to two hundred dollars (\$200) per pupil enrolled in the school, with a minimum allocation of fifty thousand dollars (\$50,000) per schoolsite. A school that applies after June 15 may receive a grant for implementing the program if funds are appropriated for this purpose in the Budget Act.</p> <p><i>-Funding requirements: Local matching</i> As a condition of receiving this funding, a participating school or the school district having jurisdiction over that school shall match the amount of state funding from any new or existing sources of funding. To help meet this matching requirement, a participating school and the governing board of the school district having jurisdiction over that school shall receive maximum flexibility in the expenditure of any new or existing categorical funds not otherwise prohibited by state or federal law and shall redirect for the purposes of their academic improvement plan new or existing categorical or general purpose funds.</p>	<p>52054 (i)</p> <p>52054.5</p>	

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Immediate Intervention/ Underperforming Schools Program (II/USP) <i>(continued)</i>		<i>Article 3</i>
Key Elements	Education Code Section	
<p>VII. <u>Progress requirements of participating schools</u></p> <p><i>-Failure to meet growth targets in 12 months</i> The governing board of a school that fails to meet its annual short-term growth target within 12 months following receipt of funding pursuant to Section 52054.5 shall hold a public hearing at a regularly scheduled meeting to ensure that members of the school community are aware of the lack of progress.</p> <p>The governing board of the school district shall, upon consultation with the external evaluator and the schoolsite and community team selected pursuant to Section 52054, choose from a range of interventions for the school, including</p> <ul style="list-style-type: none"> • reassignment of school personnel to the extent authorized by law, • negotiation of site-specific amendments to collective bargaining agreements, or • other changes deemed appropriate, <p>in order to continue implementing the action plan approved pursuant to Section 51054, and to make progress toward meeting the school's growth targets.</p> <p><i>-Success in meeting growth targets in 24 months</i> Following 24 months after receipt of funding pursuant to Section 52054.5, a school that meets or exceeds its growth target each year shall receive a monetary or nonmonetary award, under the Governor's Performance Award Program, as set forth in Section 52057. Funds received from this program shall be used at the school's discretion.</p> <p><i>-Failure to meet performance goals but demonstration of significant growth in 24 months</i> Following 24 months after receipt of funding pursuant to Section 52054.5, a school that has not met its performance goals, but demonstrates significant growth, as determined by the State Board of Education, shall continue to participate in the program for an additional year and to receive funding in the amount specified in Section 52054.5.</p> <p><i>-Failure to meet performance goals and failure to show significant growth in 24 months</i> A school that does not meet its performance goals within 24 months after receipt of funding pursuant to Section 52054.5 and has failed to show significant growth, as determined by the State Board of Education, shall be deemed a low-performing school. Notwithstanding any other provision of law, the Superintendent of Public Instruction shall assume all the legal rights, duties, and powers of the governing board with respect to that school. The Superintendent of Public Instruction, in consultation with the State Board of Education and the governing board of the school district, shall reassign the principal of that school subject to the findings in 52055.5 (e). In addition to reassigning the principal, the Superintendent of Public Instruction, in consultation with the State Board of Education, shall, notwithstanding any other provision of law, do at least one of the following:</p> <ol style="list-style-type: none"> (1) Revise attendance options for pupils to allow them to attend any public school in which space is available. If additional attendance options are made available, nothing in this option shall be construed to require either the sending or receiving school district to incur additional transportation costs. (2) Allow parents to apply directly to the State Board of Education for the establishment of a charter school and allow parents to establish the charter school at the existing schoolsite. (3) Under the supervision of the Superintendent of Public Instruction, assign the management of the school to a college, university, county office of education, or other appropriate educational institution. However, the Superintendent of Public Instruction may not assume the management of the school. (4) Reassign other certificated employees of the school. (5) Renegotiate a new collective bargaining agreement at the expiration of the existing collective bargaining agreement. (6) Reorganize the school. (7) Close the school. 	<p style="text-align: center;">52055</p> <p style="text-align: center;">52055.5 (a)</p> <p style="text-align: center;">52055.5 (b)</p> <p style="text-align: center;">52055.5 (c)</p>	

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Immediate Intervention/ Underperforming Schools Program (II/USP) <i>(continued)</i>		<i>Article 3</i>
Key Elements	Education Code Section	
VII. <u>Progress requirements of participating schools</u> (continued) <i>-Failure to meet performance goals and failure to show significant growth in 24 months</i>		
<ul style="list-style-type: none"> In addition to the actions listed in subdivision (c), the Superintendent of Public Instruction, in consultation with the State Board of Education, may take any other action considered necessary or desirable against the school district or the school district governing board, including appointment of a new superintendent or suspension of the authority of the governing board with respect to the school or schools identified pursuant to 52055.5 (c). 	52055.5 (d)	
<ul style="list-style-type: none"> Before the Superintendent of Public Instruction may take any action against a principal pursuant to 52055.5 (c), the Superintendent of Public Instruction or a designee of the superintendent shall hold a public hearing on the matter in the school district and make both of the following findings: <ol style="list-style-type: none"> A finding that the principal had the authority to take specific enumerated actions that would have helped the school meet its performance goals. A finding that the principal failed to take specific enumerated actions pursuant to paragraph (1). 	52055.5 (e)	
<ul style="list-style-type: none"> An action taken pursuant to 52055.5 (c), (d), or (e) shall not increase local costs or require reimbursement by the Commission on State Mandates. 	52055.5 (f)	
<ul style="list-style-type: none"> An action taken pursuant to 52055.5 (c), (d), or (e) shall be accompanied by specific findings by the Superintendent of Public Instruction and the State Board of Education that the action is directly related to the identified causes for continued failure by a school to meet its performance goals. 	52055.5 (g)	

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Public Schools Accountability Act of 1999

High Achieving/Improving Schools Program High Achieving/Improving Schools (HA/IS) and Governor's Performance Award Program (GPAP)		Article 4
• High Achieving/Improving Schools (HA/IS)		
Key Elements		Education Code Section
I. <u>Development of API rankings</u> <i>-Rankings based on the API</i> Commencing in June 2000, and every June thereafter , the Superintendent of Public Instruction, with approval of the State Board of Education, shall rank all public schools based on the API established pursuant to Section 52052. <i>-Decile ranking based on the API</i> The schools shall be ranked in decile categories by grade level of instruction provided and shall include three categories : <ul style="list-style-type: none"> • elementary, • middle, and • high school. <i>-Two more types of rankings to be calculated by SPI</i> Commencing in June 2001 , the rankings shall indicate target annual growth rates of schools: <ul style="list-style-type: none"> • The actual growth rates attained by the schools, and • How growth rates compare schools that have similar characteristics. For purposes of this section, similar characteristics include, but are not limited to, the following characteristics, insofar as data are available from the State Department of Education: <ul style="list-style-type: none"> - pupil mobility, - pupil ethnicity, - pupil socioeconomic status, - percentage of teachers who are fully credentialed, - percentage of teachers who hold emergency credentials, - percentage of pupils who are English language learners, - average class size per grade level, and - whether the schools operate multitrack year-round educational programs. 		52056 (a)
II. <u>Reporting of API rankings</u> <i>-Reporting by SPI</i> The Superintendent of Public Instruction shall annually publish the rankings on the Internet . <i>-Reporting by school districts</i> <ul style="list-style-type: none"> • Commencing in July 2000, and every July thereafter, all schools shall report their ranking, including a description of the components of the ranking, in their annual school accountability report card pursuant to Sections 33126 and 35256. • Commencing in July 2000, and every July thereafter, the governing board of each school district shall discuss the results of the annual ranking at a regularly scheduled meeting. 		52056 (a) 52056 (b) 52056 (c)
III. <u>Uses of Rankings: Schools failing to meet growth targets may be subject to the II/USP</u> Commencing with the 2000-01 fiscal year , a school that fails to meet annual state growth targets established pursuant to Section 52052 may , as determined by the Superintendent of Public Instruction with the approval of the State Board of Education, be subject to the Immediate Intervention/Underperforming Schools Program pursuant to subdivisions (e) and (f) of Section 52053, and Sections 52053.5, 52054, 52054.5, 52055, and 52055.5.		52056.5

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High Achieving/Improving Schools Program High Achieving/Improving Schools (HA/IS) and Governor's Performance Award Program (GPAP) <i>(continued)</i>		<i>Article 4</i>
• Governor's Performance Award Program (GPAP)		
Key Elements		Education Code Section
IV. <u>Uses of Rankings: Governor's Performance Award Program</u> <i>-Purpose of program</i> The State Board of Education shall establish a Governor's Performance Award Program to provide monetary and nonmonetary awards to schools that meet or exceed API performance growth targets established pursuant to Section 52052, and demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools.		52057 (a)
<i>-Eligibility of schools</i> All schools , including schools participating in the Immediate Intervention/Underperforming Schools Program are eligible to participate in the Governor's Performance Award Program.		52057 (b)
<i>-Awards will be approved by the State Board of Education</i> The manner and form in which the monetary and nonmonetary awards are given shall be established by the Superintendent of Public Instruction and approved by the State Board of Education .		
<i>-Monetary awards</i> The monetary awards shall be made available on either a per pupil or per school basis, not to exceed one hundred fifty dollars (\$150) per pupil enrolled and subject to funds appropriated in the annual Budget Act. A school that continues to show improvement in successive years is eligible to receive annual bonuses .		
<i>-Nonmonetary awards</i> In addition to or in substitution of monetary awards, the Superintendent of Public Instruction may establish, upon approval by the State Board of Education, nonmonetary awards that may include, but are not limited to, <ul style="list-style-type: none"> • classification as a distinguished school, • listing on a published public school honor roll, and • public commendations by the Governor and the Legislature. 		52057 (c)
<i>-Requests to waive certain sections of Education Code</i> A school that is eligible to participate in the Governor's Performance Award Program may request the State Board of Education to waive, all or any part of any provision of this code, or any regulation adopted by the State Board of Education , controlling any of the programs listed in clause (i) of subparagraph (B) of paragraph (1) of subdivision (a) of Section 54761 and Section 64000 (state-funded categorical programs), and the board may grant the request if the waiver does not result in a decrease in the instructional time otherwise required by law or regulation or an increase in state costs and is determined to be consistent with subdivision (a) of Section 46300 (average daily attendance general provisions).		52057 (d)
<i>-Maximum flexibility in expenditure of categorical funds</i> A school that demonstrates significant growth shall be granted maximum flexibility in its expenditure of any new or existing categorical funds not otherwise prohibited under state or federal law to enable the school to continue improvement in pupil performance.		52057 (e)

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Evaluation Requirements and Appropriations		<i>Article 4</i>
Key Elements	Education Code Section	
<p>I. Evaluation Requirements</p> <p><i>-Evaluation reporting by districts with schools participating in II/USP</i> By January 31, 2002, each school district with schools participating in the II/USP established pursuant to Section 52053 shall submit to the Superintendent of Public Instruction an evaluation of the impact, costs, and benefits of the program as it relates to the school district and the schools under its jurisdiction that are participating in the program and whether or not the schools met their growth targets, with an analysis of the reasons why the schools have or have not met those growth targets. Costs to develop and submit the evaluation shall be funded with resources provided pursuant to Article 3 (commencing with Section 52053).</p> <p><i>-Evaluation reporting by the SPI</i> By January 15, 2000, the Superintendent of Public Instruction shall develop, and the State Board of Education shall approve, the guidelines for a request for proposal for an independent evaluator as described in this subdivision. By September 1, 2000, the Superintendent of Public Instruction shall contract with an independent evaluator to prepare a comprehensive evaluation of the implementation, impact, costs, and benefits of the II/USP and the High Achieving/Improving Schools Program (HA/IS and GPAP). The preliminary results of the evaluation shall be disseminated to the Legislature, the Governor, and interested parties no later than March 31, 2002, with a final report no later than June 30, 2002. The final report shall include recommendations for necessary or desirable modifications to the programs established pursuant to this chapter.</p> <p><i>-Content specifications for the evaluations</i> The evaluations shall consider all of the following:</p> <ol style="list-style-type: none"> (1) Pupil performance data, including, but not limited to, results of assessments used to determine whether or not schools have made significant progress towards meeting their growth targets. (2) Program implementation data, including, but not limited to, <ul style="list-style-type: none"> • a review of startup activities, • community support, • parental participation, • staff development activities associated with implementation of the program, • percentage of fully credentialed teachers, • percentage of teachers who hold emergency credentials, • percentage of teachers assigned outside their subject area of competence, • the accreditation status of the school if appropriate, • average class size per grade level, and • the number of pupils in a multitrack year-round educational program. (3) (A) Pupil performance data, and its impact on the API, for each of the following subgroups: <ol style="list-style-type: none"> (i) English language learners. (ii) Pupils with exceptional needs. (iii) Pupils that qualify for free or reduced price meals and are enrolled in schools that receive funds under Chapter 1 of the federal Elementary and Secondary Education Act of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-290). (B) Information concerning individual pupils may not be disclosed in the process of preparing pupil performance data pursuant to this subdivision. <p><i>-Schedule for biennial evaluations</i> The Superintendent of Public Instruction shall recommend and the State Board of Education shall approve a schedule for biennial evaluations of the programs established pursuant to this chapter, subsequent to the evaluation required by this section. The biennial evaluations shall be submitted, with appropriate recommendations, by June 30 of every odd-numbered year, commencing with the year 2003.</p>	<p>52058 (a)</p> <p>52058 (b)</p> <p>52058 (c)</p> <p>52058 (d)</p>	

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Evaluation Requirements and Appropriations <i>(continued)</i>		<i>Article 4</i>
Key Elements	Education Code Section	
<p>II. <u>Appropriations</u></p> <p><i>-Amounts and categories of appropriations</i></p> <p>The sum of \$193,200,000 is appropriated according to the following schedule:</p> <p>(1) \$63,704,000 from the General Fund to the Superintendent of Public Instruction for allocation to school districts for purposes of providing funding for planning and grants for implementing the II/USP.</p> <p>(2) \$32,446,000 from the Federal Trust Fund to the Superintendent of Public Instruction for allocation to school districts for purposes of providing funding for planning and grants for implementing the II/USP.</p> <p>(3) \$96,150,000 from the General Fund to the Superintendent of Public Instruction for allocation to school districts that meet or exceed performance growth targets established by the board pursuant to the High Achieving/Improving Schools Program (HA/IS and GPAP). Funds appropriated pursuant to this paragraph that have not been allocated by June 30, 2000, shall be available for allocation and expenditure for purposes of this paragraph in the 2001-02 fiscal year.</p> <p>(4) \$900,000 from the General Fund to the Superintendent of Public Instruction to provide support services related to programs established by the Public Schools Accountability Act of 1999.</p>	Sec. 2 (a)	
<p><i>-Appropriations applicable to Proposition 98</i></p> <p>For the purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by paragraphs (1) and (3) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 1999-2000 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 1999-2000 fiscal year.</p>	Sec. 2 (b)	
<p><i>-Mandated Costs</i></p> <p>Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed \$1,000,000, reimbursement shall be made from the State Mandates Claims Fund.</p>	Sec. 3	